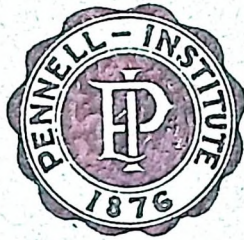


The Whirlpool

1933



PENNELL INSTITUTE

Gray, Maine



Dedication

*To show our appreciation of your interest in
Pennell Institute*

*We, the Class of 1934,
respectfully dedicate this issue of*

THE WHIRLPOOL

to

The Trustees

VINTON E. FRANK

ANDREW F. JOHNSON

WILLARD B. SWEETSER

EUGENE FOSTER

In Memoriam

1849 Vinton E. Frank 1933

Trustee of Pennell Institute

1891 - 1933

THE WHIRLPOOL

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VALUE OF A HIGH SCHOOL EDUCATION

The value of education, especially of high school education, from every standpoint has been a topic for much discussion and consideration. First it is necessary to get a clear understanding and meaning of the term "education." This term is derived from the Latin word *educare*, meaning "to develop or draw out powers which the individual possesses." A high school education should help the individual to discover his interests and powers by enabling him to sample the realms of knowledge.

Everyone should agree that government would not have been so civilized but for education, and education still plays an important part in the carrying on of the government. Years ago, a high school education was not considered so necessary as it is today to carry on some life work. To prepare the girls for their future position as housewives and the boys for work on the farms seemed more necessary. This idea was instilled into people's minds until a law was passed providing for compulsory education. This law was not brought about until later years and then through the influence of the educated and far-sighted people education was brought to where it is at the present time. The question has often been asked by narrow-minded people, "Why go to school?" The most logical answer is that it pays in dollars and cents to go as far as one can in the right sort of school. Somehow, somewhere, today, everybody who intends to amount to something in this world must get ready for some position, and school

training is the best solution to the problems of preparing oneself for work.

The boy or girl who leaves school is condemning himself to work only with his hands and feet for the rest of his life. The result of an investigation by the Federal Board of Vocational Education shows clearly the kind of work which young people, who do not complete their high school course, will enter into. The majority have to start as delivery boys or girls, office boys or girls, bell-hops, maids, etc. Even in these professions the ones with the high school education are given preference. The overcrowding of every American University also shows that even college education pays.

Today, in a high school, there are departments for art, domestic science, music and sportsmanship: thus one learns many essential facts other than studies. Who can feel at ease in a large group discussing some subject of interest except those who have received a high school education?

As we study into the value of education we can see that the rewards for going to school are not only in dollars and cents. Hundreds of men and women are dying mentally for lack of education and because of this misfortune their minds could not become interested in world wide facts and naturally were filled with gossip and the false, low, malignant side of life.

Perhaps the best answer for the real value of a high school education is found in these lines: "Culture, like other New Testament graces, cannot be bought and sold, but must be lived through. The big danger of leaving school too early is the danger of personal littleness: of stagnation in a mental tread-mill: of the vulgarious death in life."

Let us endeavor in the future to prepare our younger generation to carry on our government and make this world a better place in which to live by profiting from a high school education.

V. W., '33.

SMOKING

Smoking in my mind is one of the problems facing our schools today and should be discussed frequently. It is a matter which is seldom considered, but it undoubtedly affects our lives to a greater extent than we ascertain, especially at our stage in life. I have called smoking a problem, for I believe it is. It is not a question of being "modern," for the "age of smoking" began among white people about two centuries ago in the day of

Sir Walter Raleigh. It is not a question of being distinguished, for today men, women and children have adopted this "habit."

It has spread over the country as has the cross-word and jig-saw puzzle craze. Newspaper advertisements and highway billboards have attracted our attention to an even greater degree, and what has been the result? This question may be answered by simply using our eyes, anywhere, any time, any day in the year. But why talk about this? After all, it is a matter which will be decided by us, ourselves, individually. The majority of us probably know its effects: however, despite this, believe that it is too late to "reform." May I make this proposition to those in our school and to everyone of high school age or under who smokes? Try this test: Stop smoking for three or four weeks and see how much better you feel physically and economically. If you are not able to work better, think more clearly and feel better, give yourself a longer test. Remember, that where there's a will there's a way.

W. S. C., '34.

WHY STUDY LATIN?

The arguments for Latin are its help in the use and understanding of English, the culture from close acquaintance with fine literature, and the relatively good results from indifferent teaching. The arguments against Latin are that equal time spent on English would bring more results for English; that the real appreciation of Latin literature comes only after so many years of study that the results are not worth the expenditure; and that it is the duty of school authorities to provide teachers who can handle well the subjects we really need to know and use. The first two years of Latin are especially useful in English. If English grammar has been badly taught, Latin grammar will insure an idea of sentence structure. Time on the first two years of Latin is undoubtedly well spent. Beyond these years there is a period of rather neutral value in the study of Latin before the real mastery of the language begins to bring delight. Therefore, I recommend two years of Latin for everybody who hopes to make something of himself mentally, and then either no more or at least four years more.

C. L., '33.

WANTED: COÖPERATION

A few years ago, Pennell had winning teams in cross-country; this year we did not have a good season. This was not due to the boys on the team, for I am sure they tried their best.

This comment is not to try to get our boys on the team to run any harder, for they probably could not, but to wake up those who could have been members of the team and would have helped the team to have a better season. There are plenty of fellows in Pennell who could "try out" for cross-country and make ours a winning team.

Unfortunately, these boys did not have the fighting spirit to get out and show what they could do. Some went out for cross-country but dropped it after a few days. They were beaten; they did not have the will power to go out and fight. Our teachers tell us when we are failing in our studies that if we do not get busy we are likely to go through life being failures. This applies to cross-country. Let us hope that the Pennell fellows will wake up, so that they will not lose the game of life ahead of them as they did the game of cross-country last season.

E. D., '34.

DEBATING

Debating is a valuable source of information. It is an actual aid to the high school. Its value may not be seen immediately; however, if the debater is earnest and faithful in his work, the resulting benefits will without doubt gradually become known. Debating is valuable in that it gives one practice in speaking in public, an ability which many of us lack; it develops honesty in arguments and enables one to see fallacies in unsound reasoning; it develops poise and confidence in one's self. Debating increases one's knowledge on vital problems and enables one to have a better control of the English language. Moreover, debating stands above public speaking in that it requires thought and not memory. When debating a question the nerves must be alert and the mind active. The debater must possess the ability to speak forcibly, think clearly and readily, and present his argument in a logical and understanding manner. These qualities will be cultivated only by practice and experience. Debating is recognized as a requirement of all "Grade A" high schools in the State and is encouraged by all colleges because of the above mentioned qualities. Some years ago our school had debating as one of its activities. This was managed successfully until two years ago, when lack of coöperation on the part

of the "less active" members of the school forced us to withdraw from the Bates Debating League. Although we knew at that time that if this activity were dropped, it would be difficult to build it up again, nevertheless, to withdraw was the only alternative. What is the outlook for debating as a school activity at Pennell in the future? One thing is evident, until there is more coöperation shown, we shall continue to exist only as an ordinary student body, not making the most of the benefits of a high school education.

W. S. C., '34.

BACK UP YOUR TEAMS!

School spirit is the thing that makes a school. It is true that a school can exist without school spirit for some time; but for how long?

A few years ago the student body of this school stood like a wall behind their school teams. Every pupil was out cheering for the team, and did they carry on? Well! you bet they did. There was no coach for the teams, but the boys got out, went to work and won games.

Things have changed since then and there has been a marked decline in school spirit. This decline started at approximately the time when the present Senior class came into the school. Now, this year's Senior class did nothing to cause such a decline; in fact, it had representatives in every sport and did much in backing the teams. The above mentioned decline has grown strongly upon us, and at the present time the spirit of old has "died" on our hands. This may be readily shown by reading the records of cross-country, the drum corps and baseball, which have been "written up" in the WHIRLPOOL each year.

It is indeed true that last year at the baseball games the team had to look twice to see if the school was represented. From now on let's make everything A-1. We have not lost hope in the school, and we do hope that our school body will wake up and bring back that "Old School Spirit."

L. C., '33.



A COURT SCENE

The Jury, Common Sense, Economy, Honesty, Carefulness and School Spirit, file into the courtroom, Justice, and take their seats. It is announced that John Smith is to be tried for defacing school property and wasting paper furnished him by the school.

Prosecuting Attorney: "Your Honor, I would like to ask John Smith to take the stand."

John Smith steps to the witness stand and is sworn in.

Prosecuting Attorney: "John Smith, do you admit that you have cut your name on your desk, written in your books and threw two pieces of white composition paper into the wastebasket on Friday, April 7?"

John Smith: "I . . . " gulp " . . . I do."

Prosecuting Attorney: "Do you admit that the book was in excellent condition when you received it at the beginning of the school year? That your desk had just been varnished and that the pieces of paper which you threw away had no writing whatsoever on them?"

John Smith: "No. . . . Yes. . . . No. . . . I mean, yes, sir!"

Prosecuting Attorney: "Did you at any time claim that it didn't cost you anything so you could waste any amount of paper that you wanted to?"

Defending Lawyer: "I object, Your Honor!"

Judge: "Objection waived. Proceed with the hearing."

The defendant's lawyer now tries to defend John Smith.

Defending Lawyer: "John Smith, did you mark on your desk because other names were on there and you felt perfectly justified in putting yours there?"

John Smith: "Certainly, sir."

Defending Lawyer: "Ah, you see the young man had a perfectly excellent reason for adding his name to the others. Now, John, wasn't the teacher giving you such difficult lessons that you thought you could remember your work better by writing your French translation in your book? Don't you think she should have given you shorter assignments?"

John Smith: "Certainly, sir."

Defending Lawyer: "John Smith, didn't you throw away those two pieces of white paper because you had kept them so long that they were dirty and you knew that they wouldn't be accepted by any of your teachers?"

John Smith: "Yes, sir."

Defending Lawyer: "So you see, my friends, John Smith had perfectly sound reasons for the supposed wrong he has done his school."

Prosecuting Attorney: "Before the jury gives their decision, I should like to say that John Smith could have taken just enough paper for the day, thus having no excess paper to get dirty; that if he had told his teacher that the assignment was too long, she would have remedied it; and lastly, that carving on his desk cost the school money for it to be refinished while it didn't accomplish anything of value to him."

The jury files out to consider whether John Smith is guilty or not guilty. They are out but a few minutes, when they are seen coming back. The foreman speaks: "We, of the jury, return a verdict of 'guilty' against the defendant, John Smith. The punishment is: 1st, to pay for his own paper hereafter; 2nd, to pay the school for the renovation of the desk; and 3rd, to pay the school for a new French book."

NOTE: Are you a John Smith of Pennell Institute?

VIRGINIA NASON, '34.

POLITICAL PARTIES IN THE UNITED STATES AND THEIR FUTURE

Political parties originated from politics, which is defined as the science of government. To many, politics is something vile and base, to be scanned with ridicule, but without politics our nation could not continue to

maintain a stable government. For this reason we have great political parties with our leading statesmen and orators at their heads.

Political parties in the United States began with the ratification of the Constitution in 1787. The two outstanding politicians of that day are Alexander Hamilton and Thomas Jefferson. Hamilton, a brilliant leader, sets forth a philosophy of conservatism as the main issue of his party, while Jefferson, an aristocratic planter, opposes every tradition of his class and defends the common people in their beliefs. Alexander Hamilton's ideas and views favor a strong national government. Jefferson chooses a more simple name for his party and calls them the plain Democratic-Republicans, who are in favor of state rights.

Our first president is a Federalist, likewise his successor. The Federalists are not for long because of their conservative ideas. Thus the party of Jefferson gains power. But alas! the Federalists soon disappear because of the want of issues. Meanwhile, one of our greatest politicians is rising to power by the virtue of his great capacity for leadership—it is Andrew Jackson, the "father" of Democracy. History calls his administration "the reign of Andrew Jackson," because his power is so absolute. Jealousy and hatred rule in our hearts because Jackson's party, the Whigs, are made up of scattered Federalists and disloyal Democrats. Opportunity is knocking at the door of the Whigs but they fail to answer. However, if they had taken a definite stand on the slavery question the Whigs would have been the ruling party. During the next twenty years the Democrats continue in power.

From 1850 to 1860 the Republican party is formed. A victory for them is made under Lincoln in the election of 1860, in which they win by a split in the Democratic ranks. The Republicans pilot us through the Civil War successfully and use the fact for their platform for twenty years. The one-party system proves too corrupt so reform must play its part. The Democrats elect Grover Cleveland of New York as the reform president. He serves a second term. Bryan is defeated in the next election and McKinley starts an administration of planned success. Upon the death of McKinley, Roosevelt becomes president and the Republicans become more liberal and the Democrats lose ground. Under Taft the Conservatives rejoice and the Liberals moan. Roosevelt tries for a third term by forming the Progressive party. The Democrats seize their opportunity and nominate as their candidate Woodrow Wilson of New Jersey, who is elected. Under him many reforms are brought in and the people gain a new voice in the government. He is re-elected in 1916 and carries the World War to

a successful conclusion. The Republicans return to power as they are dissatisfied with Wilson's peace plan. Two more elections are held in which the Republicans win. They are those of Harding (Coolidge) and Hoover. Another election is held in which the Democrats rule by electing Franklin D. Roosevelt.

The political parties have been outlined, but what of the future? We cannot tell what it will bring, but we do know that political parties are necessary. If we are to continue as a strong nation we must have two strong political parties.

Many of our editors believe that the South and West will form a new Agrarian party. Some pin their faith in Socialism, while others argue that present conditions will continue and our history will repeat, but whatever the movement be, "We must have strong political parties."

HORTENSE A. CASWELL, '33.

STRANGE INTERLUDE

The characters' thoughts are in parenthesis.

"Yes, Mrs. Benson, this has been a lovely winter." (Lovely winter, my eye! We've had lots of snow and no ice.)

"Does your mother often stop at the store as long as this?" (I wonder what's keeping her. I've been here fifteen minutes already, talking to this young girl!)

"Oh, yes. She often stops to talk with Mr. Billings, the storekeeper." (Is that old lady inquisitive! I don't see as it's any of her business.)

"Well, how is everything going at Pennell Institute, my dear?" (I'll just have to keep up the conversation I guess. I don't get much help from her.)

"Fairly well. We have all been studying hard, preparing for exams this week." (Studying? I shouldn't have said that, it's a lie. Oh, well, might as well let her think well of me, anyway.)

"That is a lovely dress you have on, my dear. Did your mother make it?" (It's a hideous color and does not match her eyes well at all.)

"Thank you. Yes, mother made it. She loves to make my clothes." (It's none of her business where I got it, as far as I can see. I do wish mother would hurry back.)

"Oh, here comes your mother now!" (I should think it was about time. She probably stopped to gossip.)

"Yes, I'll go and help her carry the packages. Will you excuse me a

moment?" (I'll go and prepare mother so she will know what to expect.)

"Surely. I won't detain her long." (Well, at last she's gone. What is this younger generation coming to? She had on far too much rouge and lipstick and her dress was giddy. My! look at the dust on the table. Oh, here comes her mother now. It's about time.)

"How do you do, Mrs. Benson. Gladys said you were here. I'm so sorry I was out." (What in the world is she doing here?)

"Ah, yes. I have been waiting quite some time." (Some time! It seems like hours.)

"That's too bad." (Oh, why doesn't she say what she came for so I can get supper ready?)

"Ahem, Mrs. Dean, I came to tell you about your daughter and son." (She'll certainly thank me for telling her.)

"Indeed? Have they offended you in any way?" (My land, what could they have done? Nothing bad, I hope.)

"Oh, no, but I feel it my duty to inform you that your son and daughter have been disobeying the study hour laws of Pennell Institute. I thought you should be notified and I seemed the only one to do it." (There! that's out with. Guess that will take her down a peg or two.)

"Why, why, Mrs. Benson. This is such a surprise." (I must not let her know I don't know it. Oh, what did I say that for?)

"Well, I have proof; I have seen them with my own eyes. Of course you know that that means expulsion." (She can't pull any wool over my eyes.)

"I shall call Gladys and Harold in here and see what they have to say." (I do hope they can explain themselves.) "Gladys and Harold, come here a moment."

"Yes, mother, did you call us?" (What's that lady eyeing us for?)

"Mrs. Benson says you have been breaking study hours. You know this means expulsion from school."

"Perhaps Mrs. Benson will tell us where and when and at what time she saw us." (Why do some people have to make trouble all the time? She'll feel funny when we explain.)

"I have seen you going by my house at eight o'clock every Tuesday night for three or four weeks." (I wish that boy and girl would stop looking at me. They make me nervous. I do wish I hadn't mentioned it now.)

"Well, here's the story." (Although I don't see why it's any of her business.)

"Harold and I have been working; Harold running errands for Mr.

Jones every Tuesday night and I reading to his mother. We did this to get money enough to give mother a birthday present. We asked the principal and he gave us permission." (There, we've let the cat out of the bag, but her curiosity is satisfied. If we didn't tell the truth we might have got into trouble.)

"Er—why, I—er—I, that is—I'm sorry but you see I didn't understand." (Oh, why did I ever come?)

"That's all right this time, Mrs. Benson, but I think I am capable of taking care of my own children." (That ought to set good with her.)

"I must be going. Good-bye." (My, I am glad to get away from there. I guess I won't meddle with their affairs again.)

"That which is everybody's business is nobody's business."

VIOLA WINSLOW, '33.

IMAGINE THIS WORLD WITHOUT SUNLIGHT!

To prove to you what would happen if this world was suddenly without sunlight, I will describe a recent dream.

It is now 1950! I have planned to make my first trial flight in my airplane "The Bartonian," as airplanes are all the vogue this year. I arise, look out of my window; it is dark outside! I know it is time for the sun to be shining, but where is it? At last, after making inquiries, I discover that the sun will shine no more. I, as well as the rest of the world, upon hearing this terrible fact, realize that we will not be able to live much longer in this now sunless world. Why? Because, without sunlight, our foods cannot be raised; we shall have no heat from the sun's rays, which means that the earth will soon become a solid mass of ice. No manufacturing can be done because of the lack of the sun's energy. We shall have no time because this is determined by the sun. Soon everything would no longer exist because the existence and work of the world depends entirely on our sun. Even if 1950 is the age of airplanes, what good are they now? My hopes and plans are lost because our sun exists no longer.

What a dream! I awoke with the good old sunlight shining directly in my face.

PHYLLIS V. BARTON, '34.

INDIA

"I wish to leave with you the need today for a broader vision of life—that true Americanism is internationalism." These words came from the Reverend Joseph Moulton, whom the faculty and students of Pennell Institute had the pleasure of hearing on January 25.

Mr. Moulton, a graduate of Bates College, is a missionary home on a furlough from India after fourteen years of service in the western part of that country.

Seldom has one the chance to listen to a man of appealing personality who is intensely interested in India. For one hour he talked with us, not as a lecturer, but as a man telling of his work.

He told us of the great divisions that kept India from being a united whole. While one-fifth of the population of the world, or 352 million people, inhabit India, there is a vast separation between these people, resembling that between the negro and the white in our own country. Of these people 250 million are Hindus, 75 million are Mohammedans, 5 or 6 million are Christians, and the others belong to some minor religious groups. Together with all this, there is the appalling number of dialects used in India amounting to 220 different vernaculars. However, as Mr. Moulton said, the greatest problem is the social one, or that of the caste system: for India has a class division—the Brahms or religious leaders, the Chatres or warrior class, the Bais or farmers and merchants, and lastly, the Sudras, who are the untouchables or outcasts. Those who were so unfortunate as to be born as outcast are treated with even less concern than cattle.

We were privileged to have our friend narrate at great length about Mahatma Gandhi, and his work in trying to break down the caste system and also win complete independence from Great Britain. Mr. Moulton said, "I truly believe that the greatest personality in this world today is Mahatma Gandhi; and when the history of this day is written, India shall be the most important issue in this notable era." Mahatma Gandhi's great influence over the people of India is such, we were told, that they loved him enough to break and disregard the strictest laws of the caste system, laws that have gathered the venerable dust of two centuries.

In closing, he told us how close we are to the people of India, and how they are watching the manner in which we and the rest of the world are solving our problems. The need of the world for more internationalism was stressed.

After the close of this most interesting talk, which had engaged our fullest attention, we were further delighted and entertained by a period devoted to questions. This was admirably begun by our speaker, who chanted an Indian song in dialect while swaying his body and clapping his hands in time to the song after the fashion of the native children in school. This period brought out many interesting facts about life in India, both in school and outside.

When Mr. Moulton left we could see the mud villages on the flat land beneath the burning heat of the sun; the men toiling in the fields with

wooden plows and oxen; the children swaying and clapping while chanting their songs, or playing in school; and behind all this the political unrest of India.

ERNEST A. DELORME, '34.

THE HORSE SWAP

Not long ago there lived in these parts an old horse trader, well known for miles around for his knack of swapping horses and invariably getting boot. He had learned his business in the hard school of life with experience as a teacher. Although he had passed threescore years and ten, his mind was alert for a chance to swap. He always had, around his barn, two or three old skates of horses which he could make step and call colts. In his old age it was a great pleasure to him if some of the younger generation tried to get the best of him in a horse trade.

A young neighbor had a cribbing horse, and it was necessary to put a cribbing strap on the horse's neck while in the stable. In case this was not done, the horse tried to eat all available boards, which resulted in his getting full of wind and having the colic.

Getting tired of the horse's doing this, the young man decided to trade him. He went up to the old man's house and after a long session of dickering, in which nothing was said about the horse being a cribber, the trade was finally made.

Upon his return home, his wife came out and was so pleased with the trade and the appearance of the new horse that she said, "It was a shame to take advantage of the old man, and you had better take that cribbing strap up to him so the horse won't have the colic and die."

After some hesitation he took the strap in his hand and carried it up to the old trader. As he was entering the yard he began to feel so ashamed for trading that cribbing horse that he wanted to go back home, but being so near there he went on with his head hanging and greeted the elderly man at the door. "John," he said slowly, "John, I'm awfully sorry that I forgot to tell you that the horse I swapped for yours was a cribber, so here is the strap. Honest, John, you had better put it right on. I'm really ashamed that I got the best of you. But you know that when a man like you ages up he—er—kind of overlooks things, don't he, John?"

John, with a twinkle in his eye, said, "Ned, how long has that horse I swapped you been in the stall?" With a look of astonishment Ned said, "About six hours. Why?" John said, with a smile which lighted up his face from ear to ear, "Son, if you want to save your barn, I'm going to advise you to take that strap right back home. You'll need it. That horse was the worst cribber I ever had!"

SILAS FOSTER, '34.

THE TAXATION PROBLEM

In this present depression the tax question is an important problem. It is even being discussed in the schools. There are certain reasons why "at least one-half of all revenues for state and local purposes should be derived from sources other than tangible property." In this article I shall present only the affirmative side of the question.

First, the affirmative side believes that the tax question should be based on the following main issues:

(1) Modern social and economic conditions have created a need for re-distributing the tax burden now borne by tangible property.

(2) The present system of tax distribution is unjust.

(3) It is a practical plan to re-distribute the tax burden so that at least 50% of the revenue for state and local purposes shall come from sources other than tangible property.

(4) Such a re-distribution of the tax burden will have desirable economic, social and political effects.

We must first consider that the rapid industrial, commercial and educational expansion of recent years has created new demands for governmental services, thus raising the property tax beyond a fair and reasonable rate. The tax levies of the United States for state and local purposes jumped from \$1,107,000,000 in 1902 to \$4,220,000,000 in 1927, this increase being due to the rise in expenditures for education, public buildings, roads and waterways, and the preservation of natural resources. The United States must reduce governmental expenditures. The affirmatives think it is unwise to raise so large a percentage of governmental revenues from the property tax. In time, if this is done, people will get rid of property and the nation will become poorer. It is important to note that the property tax is not based on the ability to pay, nor the income of the property, but on the assessed valuation.

The second point, that the present system of tax distribution is unjust, is easily proven. The affirmatives claim that it places an unfair burden on property owners. This tax fails to reach those who are most able to pay and presses hardest on those who are least able to pay. Let us consider, for example, a farmer and a rich man in industry. The farmer has a large farm with many cattle, and as he does not work anywhere except on his farm he doesn't have much ready cash—perhaps enough to buy supplies and pay taxes. But he must maintain a *large* farm in order to gain anything. The man in industry who gets a large salary has plenty of money and not the same proportion of expense, for he has no large establishment, like the farm, to maintain.

Reaching the third point, it is a practical plan to re-distribute the tax burden so that at least 50% of revenues for state and local purposes shall come from sources other than tangible property. For instance, to suggest a few sources, we might derive additional revenue from personal or corporate incomes, or both. The income tax has been tried out in other countries with success. The income tax reaches wealth that is not otherwise taxed, such as bonds, stocks, mortgages, high salaries. Another source of revenue could be the sales tax. The big advantage of the sales tax is that it is paid currently and collected according to the individual's ability to pay. Business taxes are now levied in many localities.

Now the chief reason for tax re-distribution is the relief of the property owner who is now paying more than he is able, and a shifting of part of the burden to some of the people who are not paying so much as they could and should toward state and local expenses. This would be of economic and social benefit to many. *We must equalize the tax burden.*

HELEN CASWELL, '35.

NOTE: The above is a résumé of the affirmative argument on the question: "*Resolved, That at least 50% of all revenues for state and local purposes should come from sources other than tangible property.*" The Freshmen and Sophomores developed the Affirmative, the Juniors and Seniors the Negative as part of the English work of the second semester.

THE FISH I DIDN'T CATCH

I remember my first fishing excursion as if it were but yesterday. I was intensely happy when I received my first fishing rod from my uncle. He let me trudge off with him through the woods and meadows. It was a still, sweet day in early summer, and the leaves seemed greener, the flowers brighter, the birds merrier, than ever before.

My uncle, who knew by long experience where the best haunts of pickerel were, placed me at the most favorable point. I threw out my line as I had so often seen others do, and waited for a bite, moving the bait in rapid jerks on the surface of the water in imitation of the leap of a frog. Nothing came to it.

"Try again," said my uncle.

Suddenly the bait sank out of sight. "Now for it," thought I, "here is a fish at last." I made a strong pull and brought up a tangle of weeds. Again and again I cast out my line with aching arms, and drew it back empty.

"Try once more," said my uncle. "We fishermen must have patience."

Suddenly something tugged at my line and swept off with it into deep water. Jerking it up, I saw a fine pickerel wriggling in the sun. "Uncle," I cried, "I've got a fish!"

"Not yet," said my uncle. As he spoke, there was a great splash in the water; I caught a gleam of a scared fish shooting into the middle of the stream; my hook hung empty from the line. I had lost my prize!

Overcome by my bitter disappointment, I sat down on the nearest hillock and for a time refused to be comforted, even by my uncle's assurance that there were more fish in the brook. He refitted my bait, and putting the pole again into my hands told me to try my luck once more.

"But remember, boy," he said, with his shrewd smile, "never brag of catching a fish until he is on dry ground. I've seen older folks doing that in more ways than one, and so making fools of themselves. It's no use to boast of anything until it's done, nor then either, for then it speaks for itself."

ELINOR CHIPMAN, '33.

AGRICULTURAL PROJECTS

In any agricultural course in high school it is compulsory to carry on a project having at least the minimum requirement of:

- (a) Baby beef—one animal.
- (b) Bees—five colonies.
- (c) Chick hatching—1,200 chicks hatched.
- (d) Corn—one-half acre market, one acre other.
- (e) Dairying—two milk cows, three calves.
- (f) Fruit—twenty-five bearing trees, one-quarter acre small fruit.
- (g) Potatoes—one-quarter acre "tuber units."
- (h) Poultry—200 day-old chicks, fifty hens.
- (i) Sheep—four ewes.
- (j) Swine—four shoats, one sow and litter, two gilts.
- (k) Truck garden—one-quarter acre.
- (l) Field beans or peas—one acre.
- (m) Factory beans—one-half acre.

This gives the student a chance to have as large a project as he desires and tends to stimulate the initiative of the individual. In keeping these projects it is required that the student keep a day-to-day account on the project.

Each year there is a prize cup awarded to the student receiving the

highest score in crop project, also one for the highest score in an animal project. These projects are scored on: (1) the amount of self labor on the part of the student, (2) the increase in production over production standards for the state, (3) the total receipts, (4) the net profit, and (5) the amount of labor income.

We have in the school one incubator project, which is at the present time the only one in the state of its size which is run wholly by a student.

SUMMARY OF THIS PROJECT

On January 19, 1932 I bought one 1,200-egg incubator. This being the first incubator I had ever had, it took me some time to set it up and regulate it to the proper degree.

After getting the machine under control I regulated it to 101° F. and set the eggs. After the first day I started turning the eggs regularly both night and morning, letting them cool a short time each night. At the end of seven days I candled the eggs and removed all infertile eggs. At this time I regulated the machine to 102° F.

On the tenth day I opened the ventilators on the top of the machine. The fourteenth day I candled the eggs a second time, removed all eggs having dead embryos, and regulated the machine to 103° F. At this time I began to spindle the eggs every night with warm water, which I continued to do until the eighteenth day, when I closed the machine up for the remainder of the hatch.

At the end of the twenty-first day I opened the machine and removed the egg shells and placed the well-dried chicks in the chicks' bedroom beneath the egg trays. The next day I removed the chicks from the incubator and removed all the eggs that did not hatch. I then cleaned out the machine of all the dust and pieces of broken egg shells and regulated it back to 101° F. I was then ready to set the machine again.

The first year I had four settings, making a total of 4,238 eggs set and hatched 2,813 chicks, making a hatching percentage of 66.38 for the year.

In carrying on this project I had a chance to observe the hatchability of eggs from differently managed breeding flocks and the difference in hatchability of different sized eggs. All the chicks I hatched were strong, rugged chicks and came only from pullorum disease free flocks. By hatching for local customers and due to short hauls, the per cent of mortality was very low.

Some of the other projects are: Howard Cole—chicks and hens; Orin Whitney—chicks and hens; Ed'ison Doughty—garden; Lafayette Wallace—soy beans; Sidney Tripp—beans; Edward Webb—general garden; Warren Manchester—beans.

LAWRENCE CARTER, '33.

OH, YAH!

On a fine autumn morning that had a touch of *Frost* in the air and a *Russell* of leaves could be heard, although ~~to~~ be *Frank* it seemed like a *June* morning, as I was strolling under the beautiful shade trees in the town of Gray, I came to a magnificent brick building. Looking closely, I saw "Pennell Institute" over the door. I espied two friends, Marvin Harmon and Harry Ferguson, *Ruth*-lessly shoveling *Cole* into the cellar.

Entering the *Hall*, I encountered Mrs. Callahan and Norma Prince watching a group like two *Hawk(c)s*. In *E(a)rnest* conversation were Doris Manchester, Anna Simpson and Estelle Lawrence. As they saw me, Anna said, "So you were out *Joy*-riding last night!" "Oh, yeah, how do you know?" I retorted. "*Margaret Saw-yer*," she answered.

Ver(r)il(l)-y, the air was *Ho(r)t-tense* and Estelle said, "I feel dizzy." "*Ar-lene* on me," said Robert promptly. "My *Doughty* arm will support you." "We'd better *Cart-er* out in the air and not *Coop-er* up in here," suggested someone.

I proceeded *Merril(l)-y* on my way upstairs where more *Harmon-y* prevailed. As I entered the room I *Tripp*-ed over the *Webster* dictionary.

"I hear that Ruth Hitchcock wears *Chic(k)* clothes since *Al-wilda* a couple o' thousand," remarked Helen Caswell to Vi Winslow, as they stood near the door. Then they moved away to the window, and I did not hear the rest of the latest gossip.

I walked across the room and met *Peter('s)son*, who I thought was in *Ba(r)ton Rouge Or-in Virginia*. "I haven't seen a great *Diehl* of you lately," I remarked. "Were you afraid I would *Dun(n)* you for that *Bill* you owe me?"

"If you do, there'll be *War-ren* a minute."

"I'm a pacifist, *Shirley* this is no place for me," thought I, and I left them singing a charming *Car(r)ol(l)*.

Morrill: If you eat corn on the *Cob(b)* you'll get butter on your chin.

ELIZABETH KNUDSEN, '36.

THE NEW STYLE WINTER

Oh, where are our old-fashioned winters
That once we used to know,
Cold and frosty in the morning,
And the ground all covered with snow?

When we all could get our snowshoes
And start on a hike, what fun!
To see which one could win a race,
We were sorry when it was done.

But now our winters are not the same,
More like the spring, so fair,
With a little snow, but mostly rain,
And ice with a silvery glare.

No sleigh bells to jingle,
No skiing, nor sliding to do;
I guess we will all be happy
When the new style winter is through.

So, you innocent little ground hog,
Be careful what you do:
We all like the old style winter
Better than we do the new.

PHYLLIS BARTON, '34.

A PUNCTUATION JIG-SAW

A stop, a pause,
Now we have come to the end of a clause.
Which punctuation are we to use?
That is what makes us to think and to muse.

A dot? Oh, nay,
That comes just when we've no more to say.
A dash? Oh, well,
That only comes when we've lots more to tell.

A question mark's out, and now we all must
Have another—a colon—discussed.
A colon is preferable with anything like this,
Dear Mark: Dear Mac: Dear Brother: Dear Sis.

As out goes the colon there comes into view
 A useful old mark—a comma—'twill do!
 And as this old mark is nothing like news,
 We gladly regard it the one here to use.

And now we—although this problem we've solved—
 We wish that there were less discussion involved.

GEORGE MUZZY, '35.

We come to class each day,
 Hoping to learn what we should;
 We rise, stammer and forget.
 Oh, gosh! this does us no good.

Our teacher gets so impatient,
 Tells us to remain after school;
 We write out each verb many a-time,
 And study, very diligently, each rule.

This is a warning to future Freshmen!
 Always study your Latin each night,
 Then you'll equal the upperclassmen,
 Who are ambitious, studious and bright.

THE PRESENT FRESHMAN LATIN CLASS.

P. V. BARTON, '34.

SINGIN' IN ASSEMBLY

When dreary Monday drags aroun',
 Then we with deepest scowl and frown
 Fearfully file into the room,
 Destined by fate to hold our doom,
 For soon we'll lift our voices
 In music not of the choicest,
 Well led by a vigorous dame
 Who should, by rights, achieve some fame,
 If not by tune—surely by strength
 Of holding notes each to its length,
 Perhaps by adding a flourish or two
 That sounds more like a shoe that's new
 When it persists in squeaks and squawks,
 Despite all care of he who walks.

At last this leader takes her stand
With wildy waving arm and hand,
And smiles a mile so's to induce
Others to let a few notes loose;
But though we many tunes essay,
We succeed in a doleful way,
'Cause none of us on music dotes
And we just try to kill some notes.
The result is absurdly plain,
Yet must we always "try again"?
There are weak wails, cries and groans,
Besprinkled with some awful moans;
Full soon the sounds come to an end,
And each one gazes on his friend
As if he had an inner doubt
That humans e'er let that noise out.
However, we have gained our rest
And we file out with gleeful zest,
Though we must sing next Friday morn,
When more queer sounds and squeaks are born.

ERNEST DELORME, '34.

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SENIOR STATISTICS

LAWRENCE CARTER

"Elviry"

Activities: Marshal, 1; Judging Team, 2, 3, 4; Track, 2, 3, 4; Cross-Country, 1, 2, 3, 4; Drum Corps, 1, 2, 3, 4; Baseball, 1, 2, 3, 4; Future Farmers, 1, 2, 3, 4; Hockey, 1; WHIRLPOOL Board, 3; President of Drum Corps, 3; President of Future Farmers, 3, 4; Swimming, 3, 4; Co-Captain of Cross-Country, 4; Co-Captain of Baseball, 3; President of Athletic Association, 4; President of Senior Class, 4.

HORTENSE CASWELL

"Hot"

Activities: Class President, 1; Minstrel Show, 1; Vice President, 2; Glee Club, 3; WHIRLPOOL Board, 3; Drama, 3, 4; Concert, 3; Prize Speaking, 3, 4; Secretary of Athletic Association, 4; Triangular Speaking, 3, 4; School News Reporter, 4; Cheer Leader, 4.

ELINOR CHIPMAN

"Chip"

Activities: Minstrel Show, 1; Debating, 2; Class Treasurer, 2; Orchestra, 2, 3, 4; WHIRLPOOL Board, 3; Prize Speaking, 3, 4; Concert, 3, 4; Glee Club, 3, 4; Drama, 3, 4; School Librarian, 4; School Pianist, 4; Business Manager of Drama, 3; Triangular Speaking, 4; Secretary of Class, 4; Secretary of Glee Club, 4; Marshal of Class of 1932.

HOWARD COLE

"Howdie"

Activities: Drum Corps, 1, 2, 3; Future Farmers, 1, 2, 3, 4; Manager of Baseball, 3; Agriculture Judging Team, 2, 3, 4; Drama, 3; WHIRLPOOL Board, 3; Manager of Cross-Country, 4; Baseball, 4.

JAMES FROST

"Jim"

Activities: Minstrel Show, 1; Drum Corps, 1, 2, 3, 4; Baseball, 1, 2, 4; Marshal, 2; WHIRLPOOL Board, 3; Drama, 3, 4; Concert (Drum Corps), 3.

CARROLL LEAVITT

"Ickie"

Activities: Baseball, 1, 2, 3, 4; Class President, 2, 3; Cross-Country, 3, 4; WHIRLPOOL Board, 3; Future Farmers, 4; Drama Committee.

MAXINE PETERSON

"Pete"

Activities: Glee Club, 3, 4; Concert, 3; Drama, 4.

CLYDE VERRILL

"Gramp"

Activities: Rifle Team, 2, 3; Drama, 3, 4; WHIRLPOOL Board, 3; Baseball, 3, 4.

CHARLOTTE WEBSTER

"Fat"

Activities: Minstrel Show, 1; WHIRLPOOL Board, 3; Concert, 3; Prize Speaking, 3; Drama, 3, 4; President of Glee Club, 4.

VIOLA WINSLOW

"Vi"

Activities: Minstrel Show, 1; Class Secretary, 1, 3; Class Treasurer, 1, 3, 4; Debating Club, 2; WHIRLPOOL Board, 3; Glee Club, 3; Concert, 3; Speaking Contest, 3, 4; Drama, 3, 4; Triangular Speaking Contest, 3; Vice President of Athletic Association, 4; Cheer Leader, 4.

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COMMENCEMENT EXERCISES

JUNE 3, 1932

PENNELL INSTITUTE

STIMSON MEMORIAL HALL

Gray, Maine

10.30 A. M.

PROCESSIONAL

Invocation	Reverend Alvah Kelley
Selection—"Mosaic Overture"	Pennell Institute Orchestra
Salutatory—"George Washington, the Gentleman from Virginia"	Margaret Loring
Class History	Evelyn Gallop
Class Will	Russell Chipman
Selection—"To Thee, O Country"	Student Body
Honor Essay—"The Soldier Whom a Dream Possessed"	Phyllis Hancock
Class Prophecy	Dorothy Winslow and Ruel Taylor, Jr.
Violin Solo—"Les Adieux"	Frances Cole Small
Accompanied by Mrs. Frank G. Merrill	
Presentation of Gifts	Arthur Harmon
Valedictory—"More Beyond"	Harland McPherson
Awarding of Chipman Prize	
Presentation of Diplomas	Principal Charles H. Diehl
Class Ode—Dorothy Winslow	Class of 1932

BENEDICTION

RECESSIONAL

SCHOOL CALENDAR

1932.

- Sept. 6. School opened.
9. Curtis Publishing Co. representative came.
14. Crowell Publishing Co. representative came.
20. Cumberland Fair, no school after 10 A. M.
21. The "Forum" was started.
22. Glee Club officers elected.
23. Freshman reception.
27. Athletic Association meeting.
30. Party given to "Golds" by "Greens."
Visitor—Mrs. G. T. Patterson.
- Oct. 7. The Nellie and Prince Pony and Dog Show brought by Mr. George Tinney.
9. Audrey Pettengill left school.
Phyllis Frank entered school.
17. Funeral of Stanley Hayes.
18. Girls went to Swimming Meet in Portland.
20. F. F. A. joined clubs from Cumberland, North Yarmouth, Windham, Gorham, Gloucester and Rumford at Norway High School.
26. Bernice and Gertrude Nason entered school.
27. No school, Teachers' Convention.
28. No school, Teachers' Convention.
- Nov. 4. Hallowe'en Social.
- Dec. 2. Girls entertained boys at a Social.
16. School closed for a two weeks' vacation.
Junior and Senior Drama Supper given by Juniors and Seniors.
17. Junior and Senior Drama repeated.

1933.

- Jan. 2. School opened after two weeks of vacation.
Ernest and George DeLorme entered school.
9. Two Kent's Hill Seminary students visited Pennell.
25. Rev. Joseph Moulton spoke to the students on "India."
- Feb. 10. Social given to girls by boys.
20. Visitor—Lauris Segars.

- 21. Visitors—Lorraine Cobb, Lauris Segars.
- 24. Visitors—Ethel Leavitt, Evelyn Gallop.
Junior Speaking Contest.
- Mar. 9. Visitor—Robert Dunn.
 - 10. F. F. A. Father and Son Banquet.
 - 17. School closed for one week of vacation.
 - 27. School opened.
 - 29. Visitor—Arnold Tripp.
 - 31. Visitors—Barbara Libby, Evelyn Lowe, Evelyn Gallop, Alice Morton.
- Apr. 7. Prize Speaking Contest at Gloucester.
 - 18. Glee Club and Orchestra's Annual Concert.
- May 24. Annual Triple C Track Meet at Cumberland.
- June 2. Graduation.

LOCALS



During this year six pupils have been transferred from other schools to this school. They are as follows:

Virginia Nason, a Junior, transferred from Portland High September 6, 1932.

Phyllis Frank, a Freshman, transferred from Portland High October 3, 1932.

Bernice Nason, a Sophomore, transferred from South Portland High October 26, 1932.

Gertrude Nason, a Sophomore, transferred from South Portland High October 26, 1932.

Ernest DeLorme, a Junior, transferred from Deering High January 2, 1933.

George DeLorme, a Freshman, transferred from Portland High January 2, 1933.

Visitors to our classes have included Harland McPherson, Ernest Libby, Marion Clark, Evelyn Gallop, Mr. Winslow, Frank Whitney, Mrs. G. T. Patterson, Arnold Tripp, Lauris Segars, Lorraine Cobb, Evelyn Lowe, Alice Morton, Barbara Libby, Ethel Leavitt, Robert Dunn and Rev. J. Frank Robinson.

Open Forums are held each Wednesday morning. The girls assemble upstairs and the boys assemble in the main room. Many interesting topics are discussed at these Forums.

The Freshmen were given a hot reception on September 23 by the class of '35. It was a very interesting reception and "a good time was enjoyed by all."

The students assemble every Monday and Friday morning upstairs. The exercises at Assembly time include the Bible reading by a student, the repetition of the Lord's Prayer, sometimes a short talk by Mr. Diehl or some other member of the Faculty, announcements of student activities and meetings to be held. Then comes the Pennell Song and dismissal to Home Rooms.

The Future Farmers' Association of Gray on Thursday, October 20, 1932, joined the clubs from Cumberland, North Yarmouth, Windham, Gorham, Gloucester and Rumford at the Annual Meeting of the clubs of Eastern Maine at Norway High School. The Gray Club was accompanied by Mr. Ira Cole, Mr. Roy Loring and the Agriculture teacher, Darius D. Joy. The Norway Club furnished refreshments and entertainment.

The cast of characters of the Junior and Senior Drama, "Short Thirty-Six," given December 16 and 17, 1932, was:

Mr. George Dansard	James Frost
Mr. Gordon Dansard	Virginia Nason
Mr. Joe Ripley	Warren Cole
Mr. Matthew Huff	Clyde Verrill
Mr. Eston Upshaw	Frank Cooper
Aunt Paralee Huff	Elinor Chipman
Patsy Huff	Viola Winslow
Myna Murrige	Phyllis Barton
Totsy Vantine	Hortense Caswell
Maizie	Glennis Morrill
Mrs. Hannigan	Charlotte Webster
Carter	Maxine Peterson

A supper was given December 16 before the Drama by the Juniors and Seniors at the Stimson Memorial Hall.

A Girls' Glee Club was organized again this year under the direction of Mrs. Callahan. Officers of the Glee Club are as follows: President, Charlotte Webster; Treasurer, Dorothy Edwards; Secretary, Elinor Chipman; Music Committee, Ruth Barton, Priscilla Dunn and Mary Sawyer.

There are 22 girls in the Glee Club. The following were awarded the Club emblem at the annual concert of the Glee Club and Orchestra: Clara Barton, Ruth Barton, Elinor Chipman, Priscilla Dunn, Dorothy Edwards, Ruth Hitchcock, Estelle Lawrence, Alice Leavitt, Shirley Leavitt, Lillian Libby, Mary Loring, Elizabeth Knudsen, Doris Manchester, Virginia Nason, Maxine Peterson, Eloise Russell, Margaret Sawyer, Mary Sawyer, Lillian Wallace, Charlotte Webster, Phyllis Winslow and Mrs. Callahan. The Glee Club sang at the Junior and Senior Drama, at the Annual Concert, and will sing at the entertainment for the Alumni.

The Orchestra has played at the Junior and Senior Drama and at the Concert on April 18. The personnel is as follows: Piano: Elizabeth Whitney, Nancy Webb, Elinor Chipman, Norma Prince, Margaret Sawyer, June Muzzy, Doris Manchester. Violins: Silas Foster, Eloise Russell, Frederick Loring. Viola: George Muzzy. Clarinets: Mary Loring, Estelle Lawrence, Robert Merrill. Trumpet: Joseph Askey. Saxophone: Robert Merrill. Drums, Bells and Xylophone: Charles Tripp. Director: Charles H. Diehl.

On February 27 the Alumni entertained the school. The entertainment consisted of a Grand March, games to test quick wit, contests, dancing and refreshments. The members of the committee were Louise Chipman, Mrs. Lawrence, Mrs. Eugene H. Lowe and Carlton Edwards.

On February 24 the Juniors held their annual Prize Speaking Contest. The contestants were: Ruth Barton, Warren Cole, Virginia Nason, Edison Doughty, Frank Cooper, Marvin Harmon, Viola Winslow, Ernest DeLorme, Elinor Chipman, Hortense Caswell. The winners were: Elinor Chipman first place, Hortense Caswell second place for the girls; for the boys: Ernest DeLorme first place, Frank Cooper second place.

These four went to Gloucester April 7 to speak in the Triangular Contest between Pennell, New Gloucester and Windham, where Frank Cooper won first place for the boys, thereby putting Pennell in second place in the Triangle.

Several socials have been given to the students this year. Games have been played and there has been dancing and refreshments. Mrs. Frank Merrill has played the piano at these socials.

On November 4 the Juniors gave a Hallowe'en party. Everybody was to masquerade and dress in costume. The prize for the best costume went to Hortense Caswell, who appeared as a short, very fat man in evening clothes.

To earn money for the different organizations of the school, seeds and magazines have been sold during the year and several socials have been given.

There have been several occasions for the students to send flowers this year to friends of the school who have been ill.

THE MECHANICAL DRAWING CLASS

At the beginning of the second semester Mr. Fogg, Pennell, '99, who has had years of experience in engineering in New York, offered to instruct a group of boys in Mechanical Drawing. He said he would give his services if ten boys wanted the course. Thirty-eight applied for admission to the class! Finally a class of nine was formed. These boys meet Mr. Fogg for instruction every Wednesday afternoon for the last two periods. They are enthusiastic about their class, and all appreciate Mr. Fogg's kindness in giving the course.

INSPECTION TRIP

Mr. Fogg and Mr. Diehl took the following members of the Mechanical Drawing Class and the Physics Class through one of the Electric Power Plants at Rumford on Saturday, April 22nd: Lawrence Carter, Howard Cole, Carroll Leavitt, Charlotte Webster, Clyde Verrill, Robert Thibodeau, Robert Merrill, James Frost, William Caswell, Orin Whitney, Ernest DeLorme and George Muzzy. The trip was made by car, and the entire day was given over to the inspection of the Power Plant.

THE F. F. A.'s

The 1932-33 officers of the Pennell Chapter of the Future Farmers of America are as follows: President, Lawrence Carter; Vice President, Howard Cole; Treasurer, Orin Whitney; Secretary, Lafayette Wallace; Farm Watchdog, Edward Webb; Conductor, Edison Doughty; Wisdom, Sidney Tripp; Adviser, Darius Joy.

The local Chapter was represented by Lawrence Carter, Howard Cole, Lafayette Wallace, Orin Whitney, and local adviser, Mr. Joy, at the State F. F. A. Contest at Orono, May 13-14, 1932, at which Lawrence Carter and Howard Cole got second place for the second consecutive year in potato judging. There were twenty schools represented at the contest. The annual meeting of the state Chapter of F. F. A.'s was held at this time. Howard Cole was one of eight boys in this state to become a State Farmer. He was also elected treasurer of the State Chapter of F. F. A.'s for the second year.

Mr. Joy, Lawrence Carter and Howard Cole attended the F. F. A. Leadership Conference at Lake Cobbosseecontee last summer. We had the pleasure of having as a speaker, Mr. W. A. Ross, the Execu-

tive Secretary of the National F. F. A.'s. We attended many other lectures and also took part in sports, such as baseball, volley ball and swimming. The Chapter plans to send at least two boys to the Conference this coming summer.

We took part in the poultry and cattle judging contests at Cumberland, Gorham and New Gloucester fairs last fall. Howard Cole brought home the blue ribbon from Cumberland Fair for being high man in cattle judging. The cups and ribbons won at the local fairs were presented to the winners at the Southern district "get-together" of the F. F. A.'s which was held at Norway High School, October 20, 1932. The principal speaker for the evening was Prof. Jones of the U. of M. Sandwiches, cake and cocoa were served at the church vestry.

We held our initiation September 29, 1932, for the new boys taking agriculture. We selected the following to become members of the chapter: Wallace Cooper, Donald Parker, Richard Parker, Carroll Leavitt, Clyde Verrill, Frederick Loring, Lawrence Sawyer.

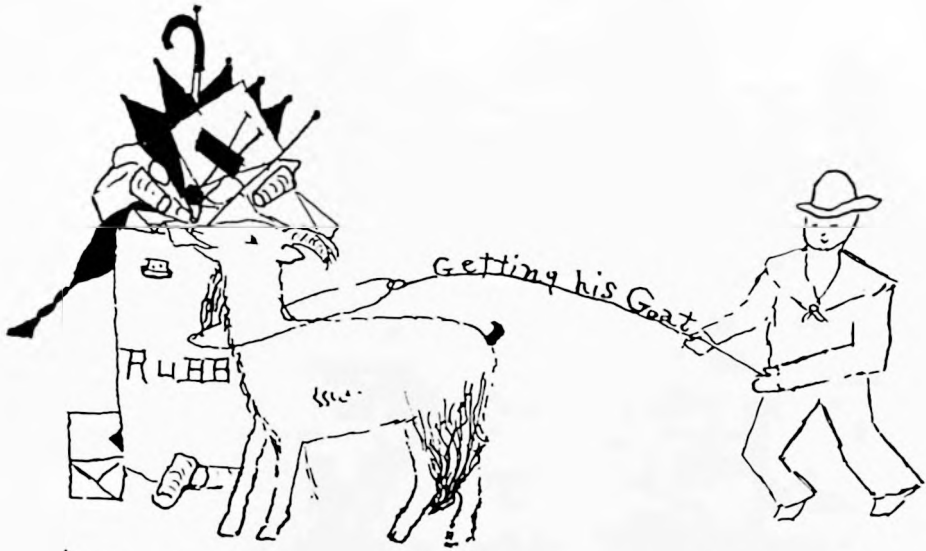
The F. F. A.'s held a Father and Son Banquet March 3, 1933. The menu consisted of roast chicken, mashed potatoes, green peas, Parker House rolls, cranberry jelly, olives, ice cream, cake and coffee. The main speakers for the evening were Dr. Vosburgh of Pownal, who spoke on sex problems of boys, and Vincent Canham of Auburn, who spoke on agricultural problems. Nearly every member was present with his dad.

We regret that Richard and Donald Parker and Edward Webb are not still with us but hope they will be back next fall.

Howard Cole, '33, and Orin Whitney, '34, won the poultry essay contest. Mr. Melville Wilson presented twenty-five day-old chix to each of these boys for writing the best essays on "Forgotten Points of Poultry Management." This contest was open to all boys taking agriculture.

The Chapter wishes to thank Mr. Wilson for the prizes, and his coöperation with the members of the Chapter.

H. L. COLE, '33.
MARY SAWYER, '34.



PERSONALS

JUST IMAGINE! (IMPOSSIBLE!)

*What would
happen if -*

The Freshman Class getting their lessons.

Sidney Tripp studying.

Charlie Tripp not shouting.

Warren Cole looking at a girl in Pennell!

Hortense and Viola keeping quiet.

Glendon Cobb making noises in class.

Howard Cole walking to a school social.

Clara Barton going out with an upper-classman.

Dorothy Edwards talking loudly.

Frankie Cooper knowing his French.

Phyllis Barton not liking the boys.

Clara Barton never laughing.

Hortense Caswell not acting out.

The Senior boys ever being dignified.

Ruth Barton not getting her lessons.

"Ickie" not standing in the hall with Elizabeth.

Elinor Chipman being dignified.

Lillian Wallace making a sound.

Marvin Harmon not liking to argue.

Lawrence Carter not fooling with the girls.
Lillian Libby without lipstick.
Joe Askey cutting down on his talking ability.
Arlene not smiling at Lawrence Carter.
Elizabeth Whitney not writing to Johnny.

EXPLAIN YOURSELF

Mrs. Callahan (English Literature): "Miss Caswell, what are the dates of Shakespeare's birth and death?"
Hortense: "Shakespeare was born in 1616 and died in 1564."

Teacher in Science Class: "Scientists have discovered that the human body is worth 98c from the chemist's standpoint."
Wise Student: "That must have been before the depression!"

YOU DON'T SAY!

Miss Chick (to Joe): "What is the difference between communication and transportation?"
Joe: "Well, you can't get a ride on a newspaper."

BON VOYAGE, JOE!

Miss Chick: "How long does it take a ship to cross the ocean?"
Answer: "A fast ship can make it in four days."
Joe (who denies it): "Well, anyway, I would rather go slower and watch the scenery."

BORN WHEN?

Mr. Diehl (Business Training): "What is a 'minor' coin?"
Hortense: "A small, rather young piece of money."

Girls at Glee Club rehearsal try to sing high "A" but finally give up in despair.

Elinor (brightly): "Someone get a whistle."

SO EASY!

Miss Chick (in Latin III): "How can you tell the difference between 'nonne' and 'nune' to remember it?"

Warren: "Just remember one and then you can't forget the other."

Mr. Diehl (to Hortense): "Did you ask the Sophomores to send the elected person to me?"

Hortense: "No, I *told* them."

Si (translating French): "He saw the green (gris) horse in the distance."

Mrs. Callahan: "It must have been a nightmare."

WANT TO TRY?

Hortense: "Miss Chick, do you want to speak me hear my piece?"

Miss Chick: "Says which?"

Question on Civics test: "What is the standard of living?"

Answer on Freshman's paper: "Whether a person lives high or low."

Teacher's note: "Does this mean in a valley or on a mountain?"

A GOOD IDEA

Mr. Joy (in Agriculture): "When is the best time to gather apples?"

Fred Loring: "When the farmer's back is turned and there isn't a dog in the orchard."

WHOSE FAULT IS IT?

Mr. Diehl (when Joe Askey was absent): "Can anyone tell me where Joe is?"

Jim Frost: "Well, if the ice is as thick as he thinks it is, he is skating. If it's as thin as I think it is, he's swimming."

Lillian (reading French): "Sore toe (surtout) ma chère Katie."

HOW, LILLIAN?

Mr. Diehl: "Miss Wallace, what did the Wright brothers experiment with in making an airplane?"

Lillian: "They watched birds fly, and made and flew girdles" (gliders).

DUET?

Mr. Diehl: "Where have you been, Miss Manchester?"

Doris: "Upstairs."

Mr. Diehl: "Talking with Mrs. Callahan?"

D. M.: "No, singing."

DID HE HAVE A TRUCK?

Ruth Clark (translating in Latin I): "Then the king helped his elephants into the fields."

Correct translation: "Then the king ordered his elephants to be driven among the Romans."

Lillian (translating French): "The garden was entered by a lettuce (lattice) gate."

Glennis (Review Math.): "I took this out."

Miss Chick: "It looks as though instead of taking anything out, you put something in."

SWIMMING?

Joe Askey (English I): "I thought that the Indians were in the reservoir (reservation) at that time."

NEITHER DO WE!

Miss Chick: "Glendon, what is the college of cardinals?"

Glendon: "Some man, the second, I think."

Miss Chick: "Nicholas II?"

Glendon: "Yes,-er,-er,-ah,-no!"

Miss Chick: "Do you know what you're talking about?"

Glendon: "I don't think so."

Si (translating French): "Her daughter asked her for her hand."

THREE GUESSES

Joe (to Mr. Diehl): "What studies have I flunked?"

Mr. Diehl: "What studies didn't you flunk!"

SARCASM?

Mr. Diehl: "You will need accuracy in your work next year, won't you?"

Charlotte: "Were you speaking to me?"

Mr. Diehl: "Did you think I was talking to the wind?"

Orin (thoughtfully, to Miss Chick in Algebra): "If you was me, how would you do this example?"

Teacher (in Physics): "What is a condenser?"

Foster: "It is an instrument used to manufacture evaporated milk."

DeLorme: "Gee, this is the way I understand this rule, but it's thick."

Frost: "Just like your head."

Virginia: "I'm so smart I got into Second Year Latin class without ever taking Latin."

Lillian: "You didn't!"

Virginia: "I did. I walked in by mistake."

PENNELL

P is for the principal who taught us.

E is for the energy he used.

N is for the noise that he put up with.

N is for the notes he found (then someone was accused).

E is for the education he hopes we'll obtain.

L is for the life we'll live if we stick to the work.

L is for the luck I'm sure we'll all gain.

JUNIORS

Lafayette Wallace
Dorothy Edwards

Lillian Wallace
Frank Cooper
Ernest DeLorme

Virginia Nason
Glennis Morrill
Edward Webb
Orin Whitney
Silas Foster
Phyllis Barton
Warren Cole
Edison Doughty
Mary Sawyer

P. V. BARTON, '34.

SENIOR PSYCHOANALYSIS

<i>Name</i>	<i>Nickname</i>	<i>Self-estimation</i>	<i>Disposition</i>	<i>Favorite Occupation</i>
Hortense Caswell	"Hot"	Just O. K.!	Average	Being noisy
Viola Winslow	"Vi"	Guess I'll do	Calm	Chewing gum
Elinor Chipman	"Chip"	Just it	Worse	Singing
Charlotte Webster	"Fat"	Tip top	Changeable	Studying physics?
Maxine Peterson	"Pete"	Good enough	Moderate	Aiding others
Lawrence Carter	"Elviry"	None better	So-so	Giving advice
James Frost	"Jim"	Rather nice	Can't tell	Chasing the girls
Howard Cole	"Howdie"	Sporty	Different	Being a chauffeur
Carroll Leavitt	"Ickie"	Ambitious	Queer	Keeping quiet
Clyde Verrill	"Gramp"	Brains plus—	Explosive	Looking for a girl

P. V. BARTON, '34.

RADIOLAND

Eddie Cantor—Glendon Cobb.
Rubinoff—George Muzzy.
Hoffman—Warren Cole.
Mickey Mouse—Harry Ferguson.
Seth Parker—William Caswell.
The Cuckoos—Charlie Tripp and Robert Merrill.
Baby Rose Marie—Estelle Lawrence.
Helen Kane—Phyllis Frank.
James Wallington—George DeLorme.
Skippy—Marvin Harmon.
Eddie and Ralph—Lawrence Carter and Howard Cole.
Kate Smith—Charlotte Webster.
Harry Belyea—Joe Askey.
Sherlock Holmes—Ernest DeLorme.

VIRGINIA NASON, '34.

ATHLETICS



After the 1932 WHIRLPOOL went to press last spring, there were two athletic events that deserve mention. These were the Field Day at Pennell on May 11th and the Outdoor Track Meet at Deering on June 1st, in which Pennell took part.

The Pennell Field Day was won by the Freshman Class. Points were as follows: Class of '35, 36 points; Class of '32, 31 points; Class of '34, 29½ points; Class of '33, 22½ points.

The Outdoor Track Meet at Deering was won by Scarboro High School. Pennell stood fourth. Points won by Pennell boys were: Warren Cole—First place in one-half mile, 5 points; third place in 100-yard dash, 1 point; second place in discus, 3 points. Charles Tripp—Second place (tie) in high jump, 2 points; third place in pole vault, 1 point. Total, 12 points.

Of the girls who participated, Audrey Segars won second place in the 75-yard dash.

The Outdoor Track Meet of this spring is to be held on May 24th at the Cumberland Fair Grounds.

BASEBALL, SPRING OF 1932

<i>Date</i>	<i>School</i>	<i>Opponents</i>	<i>Pennell</i>
Apr. 28.	Windham at Gray,	26	2
May 3.	Leavitt at Turner,	33	10
6.	Gorham at Gorham,	26	10
10.	Standish at Gray,	23	0
17.	Windham at Windham,	24	12
19.	Gorham at Gray,	20	4
24.	Standish at Standish,	19	2
31.	Leavitt at Gray,	15	2
June 2.	Alumni vs. Undergraduates,	18	25

As the scores show, the baseball team had an unsuccessful season, due largely to lack of experienced players.

The squad consisted of Carter, Foster, Charles Tripp, Verrill, Wallace, Warren Cole, Leavitt, Frank Whitney, Muzzy, Frank Cooper, Wallace Cooper, Wilkinson. Substitute players were Doughty and Orin Whitney. Captain, Carter; Manager, Howard Cole; Assistant Manager, Doughty. Mr. Joy acted as Coach.

BASEBALL, FALL OF 1932

Pennell had fall baseball practice games for the second consecutive season. Mr. Joy coached and Orin Whitney served as manager. The players were Charles Tripp, Foster, Frost, Wallace, Verrill, Whitney, Loring, Sawyer, Wilson, Webb, Askey. Games were played off with Gorham, Falmouth, Windham, Greely and New Gloucester.

CROSS-COUNTRY, 1932

<i>Date</i>	<i>Meet</i>	<i>Place Won</i>
October 25.	Triangular (Greely, Windham and Pennell), at Gray,	Second
November 4.	Windham at Windham,	First
15.	County Meet at Gorham.	Second

The cross-country squad was so small this season that at first it seemed as if there would be no team. However, a team was finally formed, and the boys took part in three meets, one of which they won. Howard Cole was elected manager, and Frank Cooper assistant manager. The runners were Warren Cole, Leavitt, Doughty, Carter, Muzzy, Thibodeau and Wilkinson. Mr. Diehl acted as coach.

RIFLE TEAM

The following boys represented Pennell at the "Triple C" (Cumberland County Conference) Meet, held at Portland Y. M. C. A. December 10th: Ferguson, Doughty, Wilkinson, Charles Tripp, Webb. The Pennell team won fourth place.

SWIMMING

For the first time the girls of Pennell were represented at a swimming meet at Portland Y. M. C. A., when, on October 18, 1932, Elizabeth Knudsen, Maxine Peterson, Priscilla Dunn and Virginia Nason tried out in several events. Virginia Nason won a point for us by making third place in the 40-yard breast stroke. The following boys participated in the meet: Frank Cooper, Charles Tripp, Carter, Foster.

INDOOR TRACK, WINTER OF 1933

The track team was organized and coached by Mr. Diehl for the purpose of taking part in the Annual Indoor Track Meet at Portland Y. M. C. A., held this year on March 18th. The boys on the team were: Warren Cole, Charles Tripp, James Wilkinson, Lawrence Carter, Frank Cooper, George Muzzy. The meet was won by Gorham, with a score of 21 $\frac{1}{7}$ points. Pennell, in seventh place, had 4 $\frac{2}{7}$ points, won as follows: Charles Tripp, 1 $\frac{1}{7}$ points; Warren Cole, 2; Lawrence Carter, 1 $\frac{1}{7}$.

BASEBALL, SPRING OF 1933

Following is the schedule to be played off this spring:

- Apr. 25. New Gloucester at Gray.
- 28. Windham at Windham.
- May 2. Litchfield at Litchfield.
- 5. Standish at Standish.
- 9. Gorham at Gray.
- 12. New Gloucester at New Gloucester.
- 16. Windham at Gray.
- 19. Litchfield at Gray.
- 23. Standish at Gray.
- 26. Gorham at Gorham.
- June 2. Alumni.

Mr. Joy, the coach, has a good-sized squad to work with this season, and Pennell is hoping for a good team. The boys who have reported for practice are: Leavitt, Carter, Frost, Verrill, Warren Cole, Ernest Delorme, Whitney, Frank Cooper, Charles Tripp, Wilkinson, Muzzy, George Delorme, Robert Wallace, Wilson, Loring, Askey, Thibodeau, Sawyer.

Carter is captain and the manager is Howard Cole.

WEARERS OF THE "P"**BASEBALL**

Awarded for Spring Season, 1932: Carter, '33, Leavitt, '33, Verrill, '33, Warren Cole, '34, Foster, '34, Wallace, '34, Muzzy, '35, Charles Tripp, '35.



TRACK

Awarded for Spring Season, 1932: Warren Cole, '34, Charles Tripp, '35.

CROSS-COUNTRY

Awarded for Fall Season, 1932: Carter, '33, Leavitt, '33, Warren Cole, '34, Doughty, '34, Muzzy, '35.

DRUM CORPS

Awarded for Season of 1931-1932: Buglers—Askey, '36, Cobb, '35, Howard Cole, '33, Doughty, '34, Frost, '33, Macpherson, '32, Taylor, '32, Arnold Tripp, '31, Wilkinson, '35. Drummers—Warren Cole, '34, Frank Cooper, '34, Hayes, '35 (deceased), Merrill, '35, Charles Tripp, '35, Webb, '34. Drum Major—Carter, '33.

SILAS D. FOSTER, '34.

Alumni

OFFICERS OF PENNELL INSTITUTE ALUMNI

President, MAYNARD DOLLOFF, '30

Vice-President, HEWITT D. COLE, '05

Secretary, ELSIE MEGQUIER, '91

Treasurer, ELIZABETH DOUGLASS, '22

Executive Committee: CHESTER MARSDEN, '02; MILDRED WEBB, '06;
STEPHEN MORRILL, '93

Meetings are held the last Monday of every month at 8 P. M.
in the Pennell Institute Hall.

Class of 1899

Erlon S. Fogg is teaching mechanical drawing at Pennell each
Wednesday afternoon.

Class of 1919

The address of Silas Coffin is Bar Harbor, Maine.

Class of 1921

Egbert Andrews is Assistant Surgeon in a hospital in New
Jersey.

Class of 1924

Verna Yeaton was recently married to Lester E. Wentworth.

Class of 1928

Norman Cole is teaching mathematics and science at Falmouth
High School.

Aubigne Cushing is studying at the Yale School of Nursing in
New Haven, Connecticut.

Class of 1931

Erwin Barton is studying at Wentworth Institute in Boston.
Ernest Libby, Elizabeth Merrill and Loan Brackett are attending
school at Gorham Normal.

Alice Coffin is studying at the Sargent School, Boston.

Arnold Tripp is attending Bridgton Academy.

Class of 1932

Marion Clark was married to Clyde Muzzy in the summer of 1932.

Margaret Loring is attending Gorham Normal School.

Harland McPherson is at the University of Maine.

Ruel Taylor is studying at Wentworth Institute.

96 Main Street,
Sanford, Maine.

Dear Editor:

My first request from an editor to contribute anything to any paper! Great alacrity on my part to rush into print, especially since I was faculty adviser when the PENNELL WHIRLPOOL made its first bow to the world. I suppose you have the same difficulty in financing it, the same excitement about getting and choosing its articles, news, and stories that we had then.

One little reminiscence: one English class had as an assignment an historical story, the background and local color of which should be the result of library research. One student chose the period of the supremacy of Venice and based her story on the romantic ceremony of the marriage of the Adriatic, quite certain that so thrilling a tale would be worthy of the WHIRLPOOL. The class listened wide-eyed as the plot proceeded from one complication to another. At the climatic moment, the villain drew a revolver from his pocket and pointed it at the hero. That revolver never went off; the class went off, however, into wild peals of laughter. An automatic revolver in the days of the Medici was too much for their credulity. The story was accepted, however, after the substitution of some more medieval weapon.

I hope you get as much fun and satisfaction out of it as we did. The last copy was excellent; so I know that you are as successful as we were.

Al! hail the WHIRLPOOL, its editors, and contributors, and the pleasant experiences it brings.

Sincerely,

ANNIE E. BAILEY, '97.

PENNELL INSTITUTE

An Institution—An Educational Mother—A Memory

BY AN OLD "GRAD," 1903

A small but potent town, pleasantly situated on a plain, surrounded by friendly hills and lakes in Maine. Such are my first impressions of a growing world. The village, with its six roads, seemed a metropolis, an intimacy with which seemed a goal greatly to be desired.

A pre-view to this village in the spring of 1899, before entering the great Academy of Learning the following fall, revealed sophisticated giants like Claude Caswell, Frank Kidder, and someone by the name of Elkins, and others whom I did not know, romping down the street past the old hotel into the village square.

Clarence Pierce, the big mogul at the head of the school, assisted by Miss Snow and Miss Porter, completed an awe-inspiring faculty. Judging from the raw materials with which they had to work, I wonder now that they were able to get us ready for anything, much less college entrance where one could walk in without examinations. But such was the case.

In the class ahead were Gene Foster and sister Mabel, Chester Marsden, Bessie Sheehan and Maria Haskell, as best I can remember.

My own class contained the Bohnsen girls, Jennie and Minnie, and Amy Clark, who was often snubbed by the other girls in the class for exercising her God-given talents in music, both vocal and instrumental. She it was who always played the march for us to go to assembly in the hall above. How harsh is an untimely fate to remove such a lovely and talented creature from earth. Oh, there were others, especially the lesser lights in the lower classes such as Perley Sawyer, but why prolong your misery with more enumerations? They were there, but what of it?

And so the years sped by, only to land all of us in our various pursuits, for what small events often change the trend of a person's life. I landed in college, Bates, and began a new experience, much the same as when I had entered P. I., only more so.

College days, although seemingly long and sometimes arduous, were all too soon passed and I found myself facing the world, not knowing what to do. To go on to Banking School was my aim until my father suggested I try to see what I could do for myself. I joined the Teachers' Agency run by W. B. Andrews, formerly Principal of P. I., and forthwith got a job teaching at \$600 per year. Well, I've been at it ever since—since when—the fall of 1907. Seven from 33 leaves twenty-six. Heaven help me, have I been out of college for 26 years? I must be getting old. Well, I am, and am being crowded off the screen more and more each year by the young people who are going through the same evolution as I have experienced, but such is life.

I have been in the following places as an educator with a vacation of only about three months in all these years: Bridgton Academy, 1907-1908, Teacher; Gardiner High School, 1908-1912, Teacher; Norway, Maine, 1912-1920, Superintendent; Bangor, Maine, 1920-1922, Superintendent; New Bedford, Mass., 1922-1923, Superintendent;

Newport, New Hampshire, 1923-1930, Superintendent; Park Ridge, New Jersey, 1930-to now as Supervising Principal, which means the same in New Jersey as Superintendent in Maine.

And thus endeth this chapter abruptly. I have visions of returning some day to my native heath and living over again with the old cronies who were once the youngsters with me and to observe the procession of the still younger generations, cavorting by in gathering their fill of human experiences much the same as I did with all the rest both mentioned and unmentioned in this mortal chronicle of what seems all-important to me and a few more, but unimportant to others of another generation who have similar chronicles to state which I shall hope to read.

Send bill for a subscription that I may read of the doings of the great and near great in the WHIRLPOOL.

TRUE C. MORRILL,
P. I.—1903,
Bates, A.B.—1907,
Columbia Teachers'
College, M.A.—1919,
then some.

Nathan Smith Hall,
62 Parls St., New Haven, Conn.,
March 2, 1933.

Hello, Everybody!

I am really quite thrilled at being asked by the WHIRLPOOL Alumni Editor to write a line or two "for publication!" She asks me to reminisce, tell what I've been doing since I left Pennell, and what I'm doing now—well, that's a large order, but here goes.

After all I did spend the best part of five happy years in Pennell, and then to think that after all that, along with six others, I got a blank diploma! Of course the trustees had no idea that the illustrious class of 1928 would really finish with twenty-one members, and so had only fifteen diplomas ready! But then, who cares? We all received them later. And now, of course, we are all scattered and picking up the threads in new places.

I came across a little poem in a magazine last week, and think it fits my case exactly—here it is:

My life's been spotted here and there
With sunny days, and others drear—
So that in looking back I find
I've had a polka-dot career (and liked it!).

Variety is the spice of life, and although they say a rolling stone gathers no moss, I find the moss isn't so hard to gather if you reach for it quickly when you roll by, so am still after it.

Five years in Pennell, four more at Bates College, along with my "bugs, cats, and test-tubes," and now for two and a half years here at the Yale School of Nursing—and what then? Well, I'll tell you later! Anyway, I'm getting a bigger kick out of life and all that goes with it every single year, and sure hope all the rest of you are too!

Here's to old Pennell, and all the Pennell-ites, past, present, and future—the best there is for each and every one! We've always been on top and there we will stay!

AUBIGNE CUSHING, '28.

Miller's Falls, Mass..

March 14, 1933.

Miss Dorothy Edwards,
Alumni Editor, THE WHIRLPOOL,
Gray, Maine.

My dear Miss Edwards:

In spite of depressions, financial panics, moratoriums, and other hindrances to peaceful living, the life of a school superintendent is a reasonably busy one. I have set myself to the task of dropping you a line on several occasions, but so far traveling men, specialty salesmen, disciplinary problems, or some other static peculiar to school work, has interrupted my progress.

It is now approaching the closing date. I shall seize an opportunity this morning to let you know that I am indeed glad to have a small part in your WHIRLPOOL. My associations with Pennell and the kindly folks of Gray have always been very pleasant. It is my custom to linger in Gray for just a few minutes whenever I am passing that way and visit.

I think that there is no period in my work that I have enjoyed more than the two years spent at Pennell. The enthusiastic coöpera-

tion existing among the Pennell students, teachers, and trustees develops a school spirit second to none. As I recall the nearest we had to a diplomatic upset was the beautiful June day that the boys trimmed their dads at baseball. The Ship of State was, however, soon off the rocks, and cordial relations were resumed. I trust that the boys have been more charitable since.

Sincerely yours,

EDWIN J. HARRIMAN.

71 High Street.

Auburn, Maine.

To Pennell-ites, Past and Present:

With the present return to the styles in dress, games and music of the sentimental "90's," there seems also to be a revival of interest in reminiscences of that era, and I am glad as a survival of that bygone age to bring my greetings to the class of 1933. Back in 1891, I helped to graduate a class from Pennell Institute, and still survive, and for the last quarter century, most of which I have been connected with *The Lewiston Sun and Journal*, I have been able to keep in touch somewhat with the growth of the school and widening of its activities.

What a pretty village Gray was then, as it is now, with its tree-bordered streets and its comfortable, well-kept homes! But it was a long way from the railroad station, and there were no electric cars in that far-off day, not many in the world either; it was a long ride too, after school Friday night, as I remember it, down to the station and an early ride Monday morning back from my home in Auburn. When I go through the town back and forth to Portland and see the house where I lived, so near the electric road, it makes me wish I could try it now.

The village had no street lights then, and as I had always lived in the city, it seemed rather gruesome on the streets at night, but there was little need to go out after dark, as the curfew rang at seven o'clock. Does it now? All the students were expected to be at home studying and, of course, the teachers had to set a good example.

The school was rather larger than at present, somewhat over a hundred, as there were two preparatory years, making six in all. But the curriculum was, as in all schools, much more limited than it is today; there were no athletics and but few social features, but we

fitted for college quite adequately, I believe, and strange as it may seem, the young men and women seemed to enjoy life, and many of the graduates of that time are holding responsible positions all over the United States.

The faculty was limited but select—note that I'm saying this—it consisted of Lee B. Hunt, since deceased, as Principal; Miss Effie Jocelyn, now Mrs. Cross of Los Angeles, Calif.; Miss Kate Libby, now Mrs. Harry Merrill of Woodfords; and myself, and didn't we keep busy with six classes! But we all enjoyed it.

I've thought of that year many times—the good friends I made and many of them retain—and I shall always be interested in the welfare of Pennell Institute, I am sure.

With best wishes,

ETHELINDE CHIPMAN JOHNSON, A.M.

As Alumni Editor of THE WHIRLPOOL of 1933, I wish to thank those who have contributed letters for the Alumni department.

DOROTHY EDWARDS, '34.



As big as his Voice!



Cast of "Short 36"

David and Goliath



"Pals"



"Monkeys"

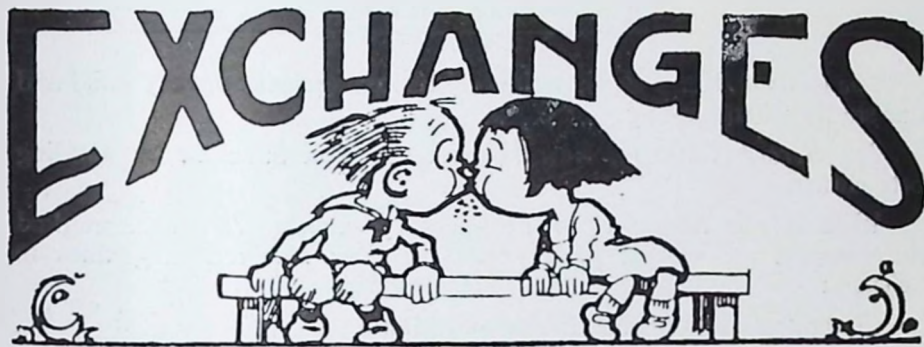
Mr. Lyle (199)



A Sextette from P.I.



"Five Queens"



The United States may go off the gold standard; the monetary value of the exchange of currency may approach zero; but the value of the information and enjoyment to be gained from the exchange of school papers never decreases.

Quito, Casco, Maine. A very interesting paper. Your editorial and literary departments are especially good.

Par-Sem, North Parsonsfield, Maine. Your athletic department gives an excellent description of games.

The Pilot, North Haven, Maine. An excellent literary department.

The Sedan, Hampden, Maine. A fine paper, but why not a few pictures?

Sokokis, Limerick, Maine. Your exchange department could be improved by commenting.

Greely Annual, Cumberland, Maine. A well-organized paper. Why not an index for aid in reference?

Northland, Washburn, Maine. An enlargement of your joke and exchange departments would be an improvement.

The Purple and Gold, Milton, New Hampshire. Our very best exchange. We hope you'll keep us on your mailing list.

The Pharetra, Monson, Maine. Your literary and editorial departments should be increased.

The Four Corners, Scarboro, Maine. A good paper straight through.

The Crimson Rambler, Standish, Maine. An excellent athletic department.

The Flamstead Challenge, Chester, Vermont. You need a few pictures, otherwise the paper is good.

The Gatherer, Deer Isle, Maine. An excellent poets' corner.

The Academy Herald, Bethel, Maine. This is a very well arranged paper. We should like to suggest a few more stories.

The Outlook, Kezar Falls, Maine. Your arrangement is very good and your stories are interesting.

The Record, Littleton, New Hampshire. You have an outstanding poets' corner.

We have sent magazines to the following schools. All those marked with asterisks are schools from which we have received magazines in exchange:

- Richmond High School, Richmond, Maine.
- Ossipee High School, Ossipee, Maine.
- Cornish High School, Cornish, Maine.
- Denmark High School, Denmark, Maine.
- *Nute High School, Milton, New Hampshire.
- *Parsonsfield Seminary, Parsonsfield, Maine.
- *Scarboro High School, Scarboro, Maine.
- *Casco High School, Casco, Maine.
- Madison High School, Madison, New Hampshire.
- Newfield High School, Newfield, Maine.
- Unity High School, Unity, Maine.
- *Monmouth Academy, Monmouth, Maine.
- Stratton High School, Stratton, Maine.
- *Mechanic Falls High School, Mechanic Falls, Maine.
- West Paris High School, West Paris, Maine.
- Woodstock High School, Woodstock, Maine.
- *Bridgton Academy, North Bridgton, Maine.
- *Samuel D. Hanson High School, Buxton, Maine.
- Memorial High School, Brownfield, Maine.
- Limington High School, Limington, Maine.
- Bartlett High School, Bartlett, New Hampshire.
- Bridgton High School, Bridgton, Maine.
- *Standish High School, Standish, Maine.
- Thornton Academy, Saco, Maine.
- Strong High School, Strong, Maine.
- Wilton Academy, Wilton, Maine.
- Erskine Academy, South China, Maine.
- *North Haven High School, North Haven, Maine.
- Brownville High School, Brownville, Maine.
- Hallowell High School, Hallowell, Maine.
- Williams High School, Oakland, Maine.

- Franklin High School, Franklin, Maine.
Mexico High School, Mexico, Maine.
Bristol High School, Bristol, Vermont.
Lisbon Falls High School, Lisbon Falls, Maine.
Traip Academy, Kittery, Maine.
Old Orchard High School, Old Orchard, Maine.
Ellsworth High School, Ellsworth, Maine.
Portland High School, Portland, Maine.
Windham High School, Windham, Maine.
Deering High School, Deering, Maine.
*Littleton High School, Littleton, New Hampshire.
Coe's Academy, Northwood, New Hampshire.
*Black River Academy, Ludlow, Vermont.
Cape Elizabeth High School, Cape Elizabeth, Maine.
*Chester High School, Chester, Vermont.
*Norway High School, Norway, Maine.
Potter Academy, Sebago, Maine.
Fryeburg Academy, Fryeburg, Maine.
*Hebron Academy, Hebron, Maine.
*Greely Institute, Cumberland, Maine.
*Gould Academy, Bethel, Maine.
Leavitt Institute, Turner, Maine.
Greenville High School, Greenville, Maine.
Richford High School, Richford, Maine.
Rutland High School, Rutland, Vermont.
Bellows Free Academy, St. Albans, Vermont.
Leland and Gray Seminary, Townshend, Vermont.
Montpelier High School, Montpelier, Vermont.
Londonderry High School, Londonderry, Vermont.
Sedgwick High School, Sedgwick, Maine.
Phillips High School, Phillips, Maine.
South Side High School, Memphis, Tennessee.
Bar Harbor High School, Bar Harbor, Maine.
*McKinley High School, Deer Isle, Maine.
Rockland High School, Rockland, Maine.
Islesboro High School, Islesboro, Maine.
Jackman High School, Jackman, Maine.
Biddeford High School, Biddeford, Maine.
Camden High School, Camden, Maine.
Freeport High School, Freeport, Maine.

Winthrop High School, Winthrop, Maine.
Hopedale High School, Hopedale, Massachusetts.
Haverhill High School, Haverhill, Massachusetts.
Gloucester High School, Gloucester, Massachusetts.
Dexter High School, Dexter, Maine.
Guilford High School, Guilford, Maine.
Besse High School, Albion, Maine.
Rangeley High School, Rangeley, Maine.
Kimball High School, Rumford, Maine.
*Springfield High School, Springfield, Massachusetts.

GLENNIS MORRILL, '34.

THE JUNIOR CLASS

wish to express their appreciation

for the

Assistance given us in making this

publication possible

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